

STUDENTSHIP IN THE TERTIARY INSTITUTIONS

SULAIMAN OLAYIWOLA RABI'U

Faculty of Law, Usmanu Danfodiyo University, Sokoto, Nigeria

ABSTRACT

Education can be seen as the process of enabling one to develop his potentials and modify behaviors in order to live and contribute effectively to the society. It was observed that education opens one's eyes to the path of knowledge, equip as individual with the capacity to acquire necessary skills and attitude. For the developing country like Nigeria, the purpose of higher education is to produce middle and high level manpower for national development. This is in addition to providing intellectual training. However every institution of learning has clear stated objectives, and it takes on the obligation to keep investigating how well it is achieving such purpose, otherwise it cannot improved on its objectives. The paper discusses students' needs to be ready to acquire knowledge to enable him develop himself and so that he or she can be relevant in the society, and again to be ready to obey the rules and regulations of the authority of the institution, so that the management of the institution can achieve the aims and objectives of establishing the institution.

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INTRODUCTION

The role of education in the cornerstone socio-economic and political development of the nation cannot be overemphasized. Education can be seen as the process of enabling one to develop one's own potentials and modify one's behaviors in order to live and contribute effectively to the society. (Mohammed 2003) observed that education opens one's eyes to the path of knowledge, equip as individual with the capacity to acquire necessary skills and attitude. For the developing country like Nigeria, the purpose of higher education is to produce middle and high level manpower for national development. This is in addition to providing intellectual training.

However every institution of learning has clear stated objectives, and it takes on the obligation to keep investigating how well it is achieving such purpose, otherwise it cannot improved on its objectives. Therefore a student needs to be ready to acquire knowledge to enable him develop himself and so that he or she can be relevant in the society, and again to be ready to obey the rules and regulations of the authority of the institution, so that the management of the institution can achieve the aims and objectives of establishing the institution.

The Concept of Education

Although as a concept, education is not easy to define, everybody appears to have an idea of what it is or ought to be. Thus, the French Sociologist defines it as "the action exercised by the older generation on those not yet ready for social life". Another Scholar defines education to mean, "the influence of the environment upon the individual to produce a permanent change in his habit of behavior, of thought and attitude. While Jeffrey believes "Education is in fact nothing other than the whole life of a community viewed from the particular stand point of

learning to life that live. And Professor John Dewey concluded that “education is thus a fostering, a nurturing, a cultivating process. All of these words mean that it implies attention to the condition of growth”.

Education as it is today now is a triune concept with at least three connotations. It is a process, a product and discipline. In the final analysis one can say that education is a means through which an individual develops his abilities, skills, capacities and all forms of behavior patterns that of positive value in the society he lives. In this analysis, the “mean” is the process while the skills and all forms of behavior patterns acquired which constitute the aggregate to all processes, are the products. In our study of both the processes and the products we ask such questions as why do we educate and how do we educate. These two questions constitute the discipline.¹

Education as a Process

Education is a process whereby the number of immature members of a group or society is brought to maturity through influence of the environment. An individual is said to be matured when he has been conditioned to the habits, attitudes, values, and customs of the groups to which he belongs. Like you new student, the school authority conditioned you to the special habits and attitude, value and customs which are different with the one you used to at your respected home just to impact knowledge in you, so that you can be physically and mentally matured, due to the environment.

Environment may be social and psychological. The social environment consists of all the activities of fellow beings that are bound up in the carrying on of the activities of any one of its members. This necessitate the student particularly the new ones should know whoever he or she wants to associate with, so that at the end of the day, he/she would inculcate good habits from the good colleague and people. The psychological environment, on the other hand, consist of all those things around one which stimulate one to action and make one behave in the way one does.

For example in our daily lives, our activities are associated mostly with the people in our immediate surroundings. When we do things, we generally take into consideration the activities of the people around us, what they will think or what they will do in response to our behavior; that is, how they will react to the situation in this way, we are said to be responding to our social environment, whether we deal directly with these individual or indirectly.

The psychological environment, on the other hand consist of all those things “around us” which stimulate one to action and make one think the way he does. Our psychological environment need to be in physical proximity to us, on the contrary, it may be extensively remote both in time and in space and is made up of multiples of things ranging from the most inanimate objects, like sun, water, the gravitational force, the time and space to the most “animate” of all object. The man, we deal with all these and constantly “Interact” with them.²

Environment affects anything we do, from the language we speak to our manner of behavior, our tastes and our standard of judgments. Through our physical contact with people we are conditioned to speak as they do; to appreciate things in the same way; to behave like them; and to use the same yardstick in our judgement of things.

Therefore, one have to be selected on who you move with and whom you want to behave like, speak like and interact with in the school or college, so that one can achieve his or her goal and objectives in attending higher institution. So that his/her staying in the polytechnic would not be a fruitless effort. One has to determine what he or she wants to

¹ Nwa-chil, C.C Sociology of Education, Anambra, Pacific Publisher, 1999- p.13

² Op cit p.14

achieve in attending this institution of higher learning.³

Education as a Product

Education process is a sum total of a man's experiences. Through the process of education we learn. This learning may be simple cognitive, as when acquire ordinary knowledge; that is when we simply know. Or it may be acquisition of a motor skill, as when we learn to act, write or drive. Or it may be simply affective, as when there is a formation or change of attitude in us.

In other words, the knowledge we have of things around the things we can do today and our attitudes, interest, taste and values are the product of education.

Education as a Discipline

Education as a discipline is an organized body of knowledge, multi-patriotic in nature, which deal with issues of what, why how and even when in the educational process. In other words, education as a discipline deals with such patrogenic question of content, reasons methods and timing in the process of education, as well as background of the individual to be educated. These questions are usually treated under different specialism within the broader field of education.⁴

The Concept of Examination Malpractices in Tertiary Institution

Cheating in examination has been defined as any act which gives a student undue advantage over other students in answering any set of examination questions.⁵ Mohammed (2003) observed that cheating in examination among others is either copying from someone's paper with or without his or her knowledge, taking an examination for another for another person, bring un-authorized notes into examination hall, seeing the examination question before the examination e.t.c.

Causes of Examination Malpractices

Different causes of cheating among student have been highlighted by many psychologists and scholars. Empirical students have identified the basic factor responsible for student involvement in examination malpractices pivot (1982) enumerated causes which include poor academic performance, limited number of invigilators for crowded examination hall, low academic ability, inherent human tendency to cheat and wrong environment and others said that students cheat in examination because of fear of failure, low entry qualification carelessness on the part of the invigilators and lack of guidance and counseling services in our school system etc.⁶

However, success in examination at any level is generally rewarding and tends to immediately elicit such positive emotion as joy, happiness relief contentment and a feeling of fulfillment and so single candidate ever wishes or prays to fail examination no matter how ill prepared. Each candidate strives either by acceptable or unacceptable means to avoid failure and the end result is examination malpractices.

³ Ibid p.14

⁴ Ibid p.14.

⁵ Mohammed, A.I Examination Malpractices in tertiary institution in Niger, in JEMP Vol 8 no.1 April, 2000 p.20.

⁶ Ibid.

The Consequences of Examination Malpractice

The consequences of examination malpractices are with no positive effect on practitioner (individual, schools and Society) but inflict all the negative repercussions one can think of on the society. An in-depth understanding of the negative consequences can only be understood when we appreciated the objective of education whose only yardstick of measurement is through examination. The immediate consequence of the expected moral standards are legion which include all kinds of vices and manifest in the form of dishonesties, moral decadence and mistrust of all levels. It increases moral believe that engaging in examination malpractices is the only way to make it academically.

Finally, Examination Malpractice jeopardized not only the credibility of our tertiary institutions but even the certificate they issue which eventually will portray the students' performance in future endeavor to be below expectation.⁷

The Purpose of Exams in Tertiary Institution

Exams have been with us since the first colleges and university. Contrary to the opinion of many students, examinations were not invented by sadistic instructors to torture hapless students. It may also interest you to know that most professors dislike making up and grading exams almost as much as you dislike taking them.⁸

Examinations actually serve a number of useful purposes. Test scores let professors know how well their teaching techniques are working and whether they need modification. They also give instructors feedback on how well students have mastered important skills and information. They can be helpful to administrator, admissions officers and employers in making decisions about which students have mastered the material best. Tests give students and their parents, feedback on how well the students are doing. They are also useful in motivating students to learn: there is nothing like an upcoming exam to encourage students to hit the books. Finally, perhaps the best justification for examinations is that they serve as a learning experience: in reviewing and studying for a test, you are forced to learn the material better.⁹

Effective Examinations Preparations

Examinations are unlikely to go away. If you want to succeed in college, it is worth-while learning how to study for exams effectively. Studying for exams involves organizing, reviewing, and learning the key material from your class lectures and reading assignments. If you practice the skill you have learned in the same sections on listening, note taking, identifying the most effective learning styles, and reading and marking textbooks, this will be a piece of cake! If you use these techniques to keep up with your assignments and the weekly reviews of your class notes, you will never have to cram the night before an exam, and you will find that you already know most of the material.¹⁰

Last-minute cramming is never good idea. Cramming before the day an exam is likely to tire out and raise your anxiety level so that on the day of the exam you will not think as clearly as you usually do. You also will not remember the material as well as would if you had learned it in smaller portions over a period of several weeks. Many studies have shown that breaking up your study time results in more effective learning. Three two-hour study minute sessions separated by breaks. Your brain automatically reviews what you have been studying while you wash dishes, call your mother, or have a snack. The break gets your blood circulating, refreshes your mind, and keeps you from nodding off. Organize your

⁷ Ibid.

⁸ Mary C.S, Strategies for College Success, Third Edition, p.84

⁹ Ibid

¹⁰ ibid

study areas so that you get most out of your study time. Reduce interference. Do not study near a tempting television or in a tempting bad. People who try to study when they are sleepy or distracted are fooling themselves. They think that they are studying but in fact they are not concentrating. They may even fall asleep! If music or roommates distract you, go to the library. Clear your desk. Do not leave that better to your friend (the one you meant to answer last week) in plain sight when you have to study for an exam. Have your study area organized so that pens, paper, books, and other material you need are at hand.¹¹

Strategies for Answering Multiple-Choice and True/False Items

Some students test well; they perform better in exams than others even when they do not know the material as well. This ability is not related to luck or heredity. Many of these students have learn technique of studying that, like the ones described in the preceding paragraphs, give them an edge. You can learn these, too.

The following section focuses on strategies that are helpful once you are taking the exam. These strategies apply to multiple-choice, true/false, and matching examinations, and you can use them when you are sure which answer is correct. These strategies are not a substitute for studying thoroughly or for reading the exam questions carefully, but they can be helpful when you are stuck and need to guess.

Few generalizations about the world we live in can be stated in simple or black-and white terms. For this reason, the longest or the most complicated option in a multiple-choice question is more often the correct answer. On true/false tests, longer items that give you more information are more likely to be true than false. It also happens to be true that instructors are less likely to place the correct answer as the first or last option. (This is not true for computer-generated exams. The computer randomly allocates correct responses to all possible positions.) If¹² you have to guess, your choice of one of the middle option is more likely to be correct when your professor has made up the test. This is particularly true if the middle item is longer.¹³

CONCLUSIONS

The institution and its management are there to make students' stay in learning a peaceful and successful one. They are there to serve students with their best provided they are law abiding. Students should be reminded that there is a specific purpose for their stay in the institution, and for a fixed and limited period for the brilliant ones among them. They should obey the rules and regulation of the institution, avoid following bad gangs, behave well with their lecturers, fellow students as well as administrative official of the institution, because they are also part and parcel of those who make their stay in the institution comfortable.

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